

ESD/School Work Plan Activities

Goal S1: Establish and enforce tobacco-free policies

Activities related to this goal are intended to provide school districts and buildings with skills, resources, and information that will result in sustainable, logical, and well-implemented tobacco control policies. Specifically, activities increase awareness and generate support of tobacco control policies among students, staff and community members.

Activities within this goal area work collectively to reduce tobacco use initiation and experimentation among youth. Successful efforts, in conjunction with community-based programs and state-level activities, will result in reduced 30-day prevalence of tobacco use among 6th, 8th, 10th, and 12th graders (measured by school-based surveys in Fall 2000, 2002 and 2004).

Associated Benchmarks and Measures Statewide

- Decrease the proportion of youth who report that there are places on or near school property where youth their age use tobacco hang out and smoke.
 - 17% of 10-11 year olds, 38% of 12-13 year olds, 74% of 14-15 year olds and 86% of year olds, said that there were places near their schools where people their age get together and smoke. (Source: Youth Telephone Survey, 2002)
- Decrease the proportion of youth smokers who have used tobacco on school property in the past year.
 - WA Measure: 33% of 8th graders, 43% of 10th graders and 37% of 12th graders who smoke cigarettes used tobacco on school property (Source: Healthy Youth Survey, 2002)
- Increase the proportion of youth who think that the rules about not using tobacco at their school are enforced.
 - WA Measure: 82% of 10-11 year olds, 75% of 12-13 year olds, 66% of 14-15 year olds, and 47% of 16-17 year olds said the rules are definitely enforced. (Source: Youth Telephone Survey, 2002)

Rationale

Policy assessment is the first step in any policy improvement process. Assessment provides an opportunity to identify strengths and weaknesses of existing policies and can be used as a tool to mandate the implementation of necessary components of a comprehensive tobacco prevention program.

Strongly implemented comprehensive tobacco-free policies communicate tobacco-free norms to students and have been shown to reduce youth smoking rates. Strong implementation includes broad awareness of policies among students, staff and community members and consistent enforcement of policies that provides support for students and staff who are addicted to tobacco.

Desired Outcomes

Increase the percentage of school districts with 14 or more of the 16 model policy elements recommended by DOH.

Increase the number of schools with consistently enforced tobacco-free school policies that provide supportive (not punitive) consequences

Evaluation Tool(s) Available

- CATALYST – School Policy Assessment
- School Health Index (CDC) A Self-Assessment and Planning Guide for Physical Activity, Healthy Eating and a Tobacco-Free Lifestyle:
www.cdc.gov/HealthyYouth/SHI/
- School Health Policies & Programs Survey SHPPS (a national assessment of school health policies and programs sponsored by CDC) – conducted Spring 2000, 2002 and 2004: <http://www.cdc.gov/nccdphp/dash/shpps/index.htm>
- School Health Education Profiles SHEP (survey of principals and lead health education teachers in sponsored by CDC) – conducted in 2002 and 2004:
<http://www.cdc.gov/nccdphp/dash/profiles/>

References and Resources

- CDC Guidelines for School Health Programs to Prevent Tobacco Use and Addiction <http://www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm>
- CDC Ten Strategies for Establishing a School Health Program Framework to Support Physical Activity, Nutrition and Tobacco Use Prevention
http://www.cdc.gov/nccdphp/dash/funding/pdf/ten_strategies.pdf
- NASBE Fit, Healthy and Ready to Learn: A School Health Policy Guide:
<http://www.nasbe.org/healthyschools/fitthehealthy.mgi>
- Social marketing materials available through the DOH clearinghouse:
<http://www.doh.wa.gov/tobacco/contractors/pubform.doc>

School Policy Assessment S1.01 (Required)

Conduct an assessment of existing tobacco-free policies in school districts, including enforcement and potential obstacles to enforcement.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of districts that completed the policy assessment section of the Outputs/Events Tracking sheet

Recommended Audience (*CATALYST Target Audience Category)

- School District (*Public Awareness Venue)
- School Building (*Public Awareness Venue)

- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

School District Level Workplan

*If a large amount of time and effort is being spent by a particular school district on policy assessment or change, use outputs to report the activities at the school district level. Otherwise report all activities under the ESD level workplan.

District Policy Education S1.02

Provide education about model tobacco-free policies for school districts/buildings.

ESD Level Workplan

Outputs / Use to Report in CATALYST in CATALYST

- Number of school districts administrators and staff/ building principals and staff that were provided model policy or other policy educational materials
- Number of district / building staff that attended meetings concerning implementing and enforcing tobacco-free policies

Recommended Audience (*CATALYST Target Audience Category)

- School or District Administrator (*Occupation)
- Elementary School Staff (*Occupation)
- Middle/Junior High School Staff (*Occupation)
- High School Staff (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

School District Level Workplan

*If a special effort is made by a particular school district on policy education, use outputs to report the activities at the school district level. Otherwise report all activities under the ESD level workplan.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- Policy and procedure development and implementation:
Assist school district staff in developing and implementing policies or procedures concerning substance use or violence.

**Output must be indicated as a tobacco specific activity

Public Awareness and Education – School Policies S1.03

Conduct an awareness/education campaign to increase knowledge among students, staff, families and community members about the existence of tobacco-free policies.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of venues or outlets, i.e. newspaper articles, newsletters, etc., that provide information about school tobacco-free policies

*Use outputs to report activities that reach more than one school district, such as a regional newsletter or a newspaper article.

Recommended Audience (*CATALYST Target Audience Category)

- School District (*Public Awareness Venue)
- School Building (*Public Awareness Venue)
- TV/Radio/Newspaper (*Public Awareness Venue)
- Newsletter (*Public Awareness Venue)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

School District Level Workplan

Outputs / Use to Report in CATALYST:

- Number of students or staff who received anti-tobacco policy materials or handbooks

*Use outputs to report activities such as newsletters that are specific to one school district.

Recommended Audience (*CATALYST Target Audience Category)

- School Building (*Public Awareness Venue)
- TV/Radio/Newspaper (*Public Awareness Venue)
- Newsletter (*Public Awareness Venue)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Promote Tobacco-free School Norms S1.04

Use social marketing strategies to promote tobacco-free norms (posting signs, posters, use of other materials).

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts utilizing social marketing strategies to promote tobacco-free norms and a summary of their activities

Recommended Audience (*CATALYST Target Audience Category)

- School District (*Public Awareness Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST:

- Number of venues where anti-tobacco posters, book covers or other marketing materials were distributed
- Number of school buildings where tobacco-free policy signage was posted

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- Information dissemination to students:
Disseminate prevention materials to students such as newsletters, newsletter articles, and booklets on impact of drugs. Usually print material but could involve audio or visual media.
**Output must be indicated as a tobacco specific activity

Recommended Audience (*CATALYST Target Audience Category)

- School Building (*Public Awareness Venue)

* Use the journal to report the estimated number of students who receive social marketing materials.

Policy Advisory Group S1.05

Engage a stakeholder group (“Policy Action Group” or similar) around tobacco free-policies.

*There are two different options for reporting advisory groups depending on the group structure.

If Policy Advisory groups are held across the ESD and include multiple school districts report all group activities as the ESD level:

ESD Level Workplan (Option 1)

Outputs / Use to Report in CATALYST:

- Number of School Districts involved in the policy advisory groups that are engaged around tobacco-free policies and a summary of their activities.
- Number of individuals engaged in policy advisory group meeting to review and update tobacco-free policies, who attended meeting to address tobacco policy enforcement; identify school/community overlap or gaps in enforcement, and/or who attended meeting to identify opportunities for improvement (for example, by establishing a single diversion program for community and school-based youth tobacco possession referrals).

Recommended Audience (*CATALYST Target Audience Category)

- School District (*Venue)
- Local Government Officials/Policymakers (*Occupation)
- Stakeholders (*Other)
- Law Enforcement (*Occupation)

- School or District Administrator (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

If Policy Advisory groups are held in individual districts, report outputs on group activities at the school district level and report a summary at the ESD level:

ESD Level Workplan (Option 2)

Outputs / Use to Report in CATALYST:

- Number of School Districts that have policy advisory groups that are engaged around tobacco-free policies and a summary of their activities.

Recommended Audience (*CATALYST Target Audience Category)

- School District (*Venue)

School District Level Workplan (Option 2)

Outputs / Use to Report in CATALYST:

- Number of individuals engaged in policy advisory group meeting to review and update tobacco-free policies, who attended meeting to address tobacco policy enforcement; identify school/community overlap or gaps in enforcement, and/or who attended meeting to identify opportunities for improvement (for example, by establishing a single diversion program for community and school-based youth tobacco possession referrals).

Recommended Audience (*CATALYST Target Audience Category)

- Local Government Officials/ Policymakers (*Occupation)
- Stakeholders (*Other)
- Law Enforcement (*Occupation)
- School or District Administrator (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Goal S2: Implement Tobacco Prevention Curriculum

Activities related to this goal are intended to provide universal tobacco education among youth. Specifically, youth – at one or more points during grades 5-9 – should receive instruction about the short- and long-term effects of tobacco use, peer norms regarding tobacco use, and refusal skills. This instruction should be provided using a documented curriculum. *Curriculum needs to be implemented to fidelity.* For additional guidance regarding curriculum, please refer to the “Curriculum Guidance” document <http://www.doh.wa.gov/tobacco/Workplans/ESD/curriculum%20recommendations%204-12-02.pdf>

Activities within this goal area work collectively to reduce tobacco use initiation and experimentation among youth. Successful efforts, in conjunction with community-based programs and state-level activities, will result in reduced 30-day prevalence of tobacco use among 6th, 8th, 10th, and 12th graders (measured by school-based surveys in Fall 2000, 2002 and 2004).

Associated Benchmarks and Measures Statewide

- Increase the proportion of youth who have practiced ways to say “no” to tobacco in classes during the past year.
 - o WA Measure: 63% of 6th graders, 36% of 8th graders, 22% of 10th graders, and 10% of 12th graders had practiced saying “no” during the past year. (Source: Healthy Youth Survey, 2002)
- Increase the proportion of youth who have received information in classes about the health hazards and dangers of tobacco use.
 - o WA Measure: 80% of 10-11 year olds, 84% of 12-13 year olds, 81% of 14-15 year olds, and 61% of 16-17 year olds received information about the dangers of tobacco at least 2 times in classes during the past year. (Source: Youth Telephone Survey, 2002)

Desired Outcomes

All youth in grades 5-9 receive tobacco instruction and develop knowledge about the harm of tobacco use.

Rationale

As part of a comprehensive tobacco prevention program, students should receive instruction on avoiding tobacco use. Curricula should be selected that meet the functional and instructional needs of the school district.

Evaluation Tool(s) Available

- CATALYST -- Youth Tobacco Education Pre/Post Survey

Curriculum Review/Advisory S2.01

Engage a stakeholder group to review and identify existing tobacco prevention curricula, assure that every youth receives tobacco prevention training, and make recommendations for additional curricula and plans to implement in local districts.

*There are two different options for reporting advisory groups depending on the group structure.

If Curriculum Advisory groups are held across the ESD and include multiple school districts report all group activities as the ESD level:

ESD Level Workplan (Option1)

Outputs / Use to Report in CATALYST:

- Number of School Districts involved in the curriculum advisory groups that are engaged around tobacco-free policies and a summary of their activities.
- Number of Advisory Board members who received a presentation on curriculum options, curriculum promotion or justification and/or the number of Curriculum Committee members who were informed about curriculum best practices and research

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)
- School or District Administrator (*Occupation)
- P&I Staff (*Occupation)
- Elementary School Staff (*Occupation)
- Middle/Junior High School Staff (*Occupation)
- High School Staff (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

If Policy Advisory groups are held in individual districts, report outputs on group activities at the school district level and report a summary at the ESD level:

ESD Level Workplan (Option 2)

Outputs / Use to Report in CATALYST:

- Number of School Districts involved in the curriculum advisory groups that are engaged around tobacco-free policies and a summary of their activities.

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan (Option 2)

Outputs / Use to Report in CATALYST:

- Number of Advisory Board members who received a presentation on curriculum options, curriculum promotion or justification and/or the number of Curriculum Committee members who were informed about curriculum best practices and research

Recommended Audience (*CATALYST Target Audience Category)

- School or District Administrator (*Occupation)
- P&I Staff (*Occupation)

- Elementary School Staff (*Occupation)
- Middle/Junior High School Staff (*Occupation)
- High School Staff (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Curriculum – Life Skills S2.02

Implement “Life Skills” curriculum in schools.

Life Skills is delivered in 15 sessions one or more times per week, with 10 booster sessions at one year and 5 booster sessions at 2 years past initial delivery. Ideally, the initial year of curriculum is given during 6th or 7th grade.

Life Skills seeks to influence major social and psychological factors that promote the initiation and early use of substances. Life Skills has elementary (8 to 11 years old) and middle school (11 to 14 years old) curricula that are delivered in a series of classroom sessions over 3 years. The sessions use lecture, discussion, coaching, and practice to enhance students' self-esteem, feelings of self-efficacy, ability to make decisions, and ability to resist peer and media pressure.

Life Skills consists of three major components that address critical domains found to promote substance use and focus on a three set of skills: drug resistance skills, personal self-management skills and general social skills.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts implementing the curriculum to fidelity and a summary of school district activities

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST:

- Number of youth who completed full 15 week session or booster sessions.
- If not implemented to fidelity this needs to be documented in the output/event journal in CATALYST.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities can be utilized:

- Life Skills:
Deliver Life Skills curriculum in classroom setting.

Recommended Audience (*CATALYST Target Audience Category)

- Elementary School Youth (*Age)
- Middle/Junior High School Youth (*Age)

- High School Youth (*Age)
- If not implemented to fidelity this needs to be documented in the output/event journal in CATALYST.
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Rationale

Life Skills has been identified as an effective science-based prevention program, by DOE (exemplary), CDC (model), SAMSA (model), OJJDP (model), the White House Office of National Drug Control Policy (model) and NIDA (Programs that Work). The program is designed to provide students with the necessary skills to resist social (peer) pressures to smoke, drink and use drugs, help them to develop greater self-esteem, self-mastery, and self-confidence, enable children to effectively cope with social anxiety, and increase their knowledge of the immediate consequences of substance use.

References and Resources

- Website: <http://www.lifeskillstraining.com/>
- SAMHSA Life Skills fact sheet:
http://modelprograms.samhsa.gov/textonly_cf.cfm?page=model&pkProgramID=9

Curriculum – Project TNT S2.03

Implement “Project TNT (Toward No Tobacco Use)” curriculum in schools.

TNT is delivered in 10 core and two booster lessons. Project Toward No Tobacco Use (TNT) is designed to prevent or reduce tobacco use in youth 10 to 15 years old in grades five through ten. Instruction includes describing the course of tobacco-addiction, the consequences of using tobacco, and the prevalence of tobacco use among peers. TNT helps youth to: resist tobacco use and advocate no tobacco use, demonstrate effective communication, refusal, and cognitive coping skills, identify how the media and advertisers influence youth to use tobacco products, identify methods for building their own self-esteem, and describe strategies for advocating no tobacco use

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts implementing the curriculum to fidelity and a summary of school district activities

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST:

- Number of youth who completed 10 lesson program or booster lessons.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities can be utilized:

- Project TNT: Towards No Tobacco Use:
Conduct Project TNT in a school setting.

Recommended Audience (*CATALYST Target Audience Category)

- Elementary School Youth (*Age)
- Middle/junior High Youth (*Age)
- High School Youth (*Age)
- If not implemented to fidelity this needs to be documented in the output/event journal in CATALYST.
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Rationale

Project TNT has been identified as an effective science-based prevention program, by SAMHSA (model), DOE (exemplary), NIDA (Programs that Work), and CDC (Programs that Work).

References and Resources

- SAMHSA TNT fact sheet:
<http://modelprograms.samhsa.gov/pdfs/FactSheets/Project%20TNT.pdf>

Curriculum – Great Body Shop S2.04

Implement “Great Body Shop” curriculum in schools.

The Great Body Shop is divided among ten subjects or tracks, each of which is developed from one grade level to the next according to state and national guidelines. Health topics addressed include injury prevention, personal safety, functions of the body, nutrition, community health and safety, violence prevention, self worth, growth and development, and the cycle of family life, substance abuse prevention, HIV/AIDS & illness prevention, environmental health, consumer health and physical fitness. Each grade level of the program from preschool through middle school is structured so that knowledge, values, life skills, and critical thinking skills are introduced through concepts that are age appropriate and familiar. The curriculum is intended for children in pre-K, kindergarten through sixth grade, and middle school.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts implementing the curriculum to fidelity and a summary of school district activities

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST:

- Number of youth who completed program.
- If not implemented to fidelity this needs to be documented in the output/event journal in CATALYST.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities can be utilized:

- Great Body Shop:
Deliver Great Body Shop curriculum in classroom setting.

Recommended Audience (*CATALYST Target Audience Category)

- Elementary School Youth (*Age)
- Middle/junior High School Youth (*Age)
- If not implemented to fidelity this needs to be documented in the output/event journal in CATALYST
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Rationale

The Great Body Shop has been identified as a “promising” science-based prevention program by SAMHSA.

References and Resources

- The Great Body Shop <http://www.thegreatbodyshop.net/frame.asp>
- SAMHSA GBS fact sheet:
http://modelprograms.samhsa.gov/textonly_cf.cfm?page=promising&pkProgramID=430

Curriculum – Project ALERT S2.06

Implement “Project ALERT” curriculum in schools.

Project ALERT is a drug prevention curriculum for middle-school students (11 to 14 years old), designed to reduce both the onset and regular use of substances. It is a two-year, 14-lesson program focuses on the alcohol, tobacco, marijuana, and inhalants. Project Alert uses participatory activities such as role-playing and classroom discussions to help: motivate adolescents against drug use, teach adolescents the skills and strategies needed to resist pro-drug pressures, and establish non-drug using norms. Homework assignments involve parents in discussions with their child about drugs and how to resist using them. The lessons are reinforced through videos that model appropriate behavior.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts implementing the curriculum to fidelity and a summary of school district activities

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST:

- Number of youth who completed 14 lesson program.
- If not implemented to fidelity this needs to be documented in the output/event journal in CATALYST.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities can be utilized:

- Project Alert:
Deliver Project Alert curriculum in classroom setting.

Recommended Audience (*CATALYST Target Audience Category)

- Elementary School Youth (*Age)
- Middle/Junior High School Youth (*Age)
- High School Youth (*Age)
- If not implemented to fidelity this needs to be documented in the output/event journal in CATALYST.
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Rationale

An internal evaluation was done using approximately 6,000 middle school youth, from diverse race/ethnic and socioeconomic backgrounds, in Oregon and California. Tobacco use initiation was reportedly reduced in the short-term by 30%, and reductions were also observed in marijuana use and heavy smoking. Project ALERT has been identified as an effective science-based prevention program by DOE (exemplary), SAMHSA (model), the White House Office of National Drug Control Policy (exemplary), the National Prevention Network (exemplary), and the National Middle School Association (endorsed).

References and Resources

- Web site: <http://www.projectalert.com/>
- Research highlights: <http://www.rand.org/publications/RB/RB4518/>
- SAMHSA Project Alert fact sheet:
http://modelprograms.samhsa.gov/textonly_cf.cfm?page=model&pkProgramID=10

Curriculum – Science, Tobacco & You S2.07

Implement “Science, Tobacco & You” curriculum in schools.

Science, Tobacco & You is a multidisciplinary and multimedia science curriculum designed to develop the skills to ask, find, and determine the answers to questions. It teaches students to analyze tobacco issues from a scientific perspective. Students explore the harmful effects of tobacco on their bodies, strategies for handling peer pressure to use tobacco, and the role that advertising plays in promoting tobacco addiction.

Science, Tobacco & You has 9 modules with 22 activities.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts implementing the curriculum to fidelity and a summary of school district activities

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST:

- Number of youth who completed program.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities can be utilized:

- Science, Tobacco, & You:
Deliver Science, Tobacco, & You curriculum in classroom.

Recommended Audience (*CATALYST Target Audience Category)

- Elementary School Youth (*Age)
- Middle/Junior High School Youth (*Age)
- High School Youth (*Age)
- If not implemented to fidelity this needs to be documented in the output/event journal in CATALYST.
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

References and Resources

- Science, Tobacco & You <http://scienceu.fsu.edu/>

Curriculum – Here's Looking At You S2.08

Implement "Here's Looking At You" curriculum in schools.

Here's Looking at You is designed to prevent substance abuse in grades K-12 by giving students the information they need to make healthy decisions, developing the skills they need in order to refuse drugs and alcohol and maintain healthy relationships with peers and adults and focusing on the importance of bonding with family, peers, and community as a means to coping with stress.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts implementing the curriculum to fidelity and a summary of school district activities

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of youth who completed program.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities can be utilized:

- HLAY: Here's Looking at You:
Deliver Here's Looking at You curriculum in classroom setting.

Recommended Audience (*CATALYST Target Audience Category)

- Elementary School Youth (*Age)
- Middle/Junior High School Youth (*Age)
- High School Youth (*Age)
- If not implemented to fidelity this needs to be documented in the output/event journal in CATALYST.
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

References and Resources

- Comprehensive Health Education Foundation (CHEF) website
<http://www.chef.org/prevention/looking.php>

Curriculum – Media Literacy S2.09

Implement “Media Literacy” curricula in schools

Media literacy curriculum educates youth to critically analyze and evaluate the impact of mass media messages on public health and support the production of media messages that promote the development of a healthy community.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts implementing the curriculum to fidelity and a summary of school district activities

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of youth who completed University of Washington’s - Teens, Tobacco, and Media program
- Number of youth who completed New Mexico Media Literacy Program
- Number of youth who completed CDC Media Literacy/Social Marketing Program

Recommended Audience (*CATALYST Target Audience Category)

- Elementary School Youth (*Age)
- Middle/Junior High School Youth (*Age)
- High School Youth (*Age)
- If not implemented to fidelity this needs to be documented in the output/event journal in CATALYST.
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Desired Outcomes

Among youth participants, increased knowledge of tobacco advertising strategies, empowerment to counter tobacco advertising, skepticism and resistance to pro-tobacco influences.

Evaluation Tool(s) Available

- CATALYST -- Youth Tobacco Education Pre/Post Survey
- Specific evaluation tools provided by WSU researchers

Rationale

Media literacy offers curricula to instruct students to critically analyze and understand media messages; help students understand the process of making choices, and the consequences of those decisions. Some studies have documented an association between use of drugs by children and the quantity of advertising they

see or hear (for example, tobacco and alcohol advertising). Children are less likely to be influenced by media messages if they have developed skills to refute such messages¹. An independent evaluation of the University of Washington curriculum found increases in measures of youth empowerment and measure of resistance to tobacco use.²

References and Resources

- UW Teen Futures Media Network website: www.teenhealthandthemedial.org
- CDC “Media Sharp”: <http://www.cdc.gov/tobacco/mediashrp.htm>
- “Smoke Screeners”: www.cdc.gov/tobacco/smokescreen.htm
- New Mexico Media Literacy Project: www.nmmlp.org

¹ Media Literacy: An Exciting Tool to Promote Public Health and Safety for Washington’s Communities and Schools. April 1999. DSHS, DOH, OSPI. Olympia, WA.

² Pinkleton, Austin,. “Effects of Media Literacy Training Among Adolescents and the Role of Previous Experience”. Journal of Health Communications. (in press)

Goal S3: Provide Training for School Staff

Activities related to this goal are intended to provide school district and building staff with skills, resources, and information that will result in comprehensive school-based tobacco prevention programs. Specifically, activities involve providing training to deliver specific curricula, communications about comprehensive tobacco programs with in schools and community, motivational interviewing, and cessation skills.

Activities within this goal area work collectively to reduce tobacco use initiation and experimentation among youth. Successful efforts, in conjunction with community-based programs and state-level activities, will result in reduced 30-day prevalence of tobacco use among 6th, 8th, 10th, and 12th graders (measured by school-based surveys in Fall 2000, 2002 and 2004).

Rationale

For effective curriculum delivery, teachers should implement with fidelity. Receiving training may increase the likelihood of teachers implementing curricula as they were originally intended.

Ongoing communication within the school system helps to strengthen support for tobacco prevention. Regularly scheduled communication promotes coordination of

Teachers, school nurses, counselors, and other staff may be in situations where they can offer advice to youth about quitting tobacco. Receiving training will increase the effectiveness of those interventions.

Community partners, may not be aware of the CDC guidelines for comprehensive school-based tobacco prevention. If unaware of the model program standards, they will be unlikely to achieve optimal implementation.

Poorly implemented school-based tobacco prevention programs are not effective. Thus, all staff who can participate in any part of implementation (enforcing policies, providing interventions, providing instruction) should be continuously reminded to do so, and motivated regarding the effectiveness of their efforts.

Desired Outcomes

Increased awareness, staff participation, and coordination of school-based tobacco programs.

Evaluation Tool(s) Available

- CATALYST - [General Training Evaluation Tool](#)

References and Resources

- Washington State Dept. of Health Tobacco Website for meetings/trainings:
<http://www.doh.wa.gov/Tobacco/contractors/calendar.htm>
- Tobacco Prevention Resource Center Training Opportunities:
<http://www.tobaccoprc.org>

- The online “Basic Tobacco Control Training”: <http://www.ttac.org/>
- CDC: Six Strategies for Improving School Health Programs by Strengthening Professional Development
http://www.cdc.gov/nccdphp/dash/publications/pdf/six_strategies.pdf

Training – Curriculum Delivery S3.01

Provide training to staff to deliver school-based tobacco prevention curriculum. Specify curriculum for training.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of P/I Specialists or teachers who received training for Life Skills, Project TNT, Great Body Shop, Project ALERT, Science, Tobacco and You, Here’s Looking at You or one of the approved Media Literacy curricula.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- Staff development in presentation of curriculum:
Train teachers in the use of prevention curriculum.
**Output must be indicated as a tobacco specific activity

Recommended Audience (*CATALYST Target Audience Category)

- P&I Staff (*Occupation)
- Elementary School Staff (*Occupation)
- Middle/Junior High School Staff (*Occupation)
- High School Staff (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

School Communication System S3.02

Create structures for ongoing communication about the school-based tobacco program between school district staff / building staff, P&Is and ESD staff (e.g., regular meetings, other communication strategies).

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts that have developed structures for communicating within the district and a summary of their activities.

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of staff who attended meetings/advisory groups to enhance, coordinate, develop, promote school-based tobacco program efforts, i.e. program advisory group, intervention/cessation referral group.

Recommended Audience (*CATALYST Target Audience Category)

- School or District Administrator (*Occupation)
- P&I Staff (*Occupation)
- Elementary School Staff (*Occupation)
- Middle/Junior High School Staff (*Occupation)
- High School Staff (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Training – Brief Intervention/Motivational Interviewing S3.03

Provide training in motivational interviewing or other counseling skills to conduct youth tobacco interventions.

ESD Level Workplan

Outputs / Use to Report in CATALYST

- Number of staff who received training in motivational interviewing
- Number of P&I specialists who were sent to substance abuse prevention training
- Number of P&I Specialists, teachers, school nurses, etc. who received training to conduct the brief intervention 5 A's

Recommended Audience (*CATALYST Target Audience Category)

- P&I Staff (*Occupation)
- Elementary School Staff (*Occupation)
- Middle/Junior High School Staff (*Occupation)
- High School Staff (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

Desired Outcomes

Increase number of individuals with youth intervention skills in schools

References and Resources

- Motivational Interviewing <http://www.motivationalinterview.org/>

Education – Comprehensive School Efforts S3.04

Conduct a campaign or provide information to community members/partners to increase knowledge about comprehensive school-based tobacco prevention programs and components, and how others can support them

*There are two different options for reporting depending on the type of education or the community group(s) that receive it.

If the education of comprehensive school efforts is being done at a state or national event or to community members from more than one school district, report the education activities as the ESD level:

ESD Level Workplan (Option 1)

Outputs / Use to Report in CATALYST

- Number of community members who received information about school-based tobacco activities/programs
- Number of venues where information about school-based tobacco activities/programs was distributed or presented, i.e. special event, summit, conference, non-school meeting, etc.

Recommended Audience (*CATALYST Target Audience Category)

- Stakeholders (*Other)
- TV/Radio/Newspaper (*Public Awareness Venue)
- Newsletter (*Public Awareness Venue)
- Special Event (*Venue)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

If community education efforts are held in individual districts, report outputs on education activities at the school district level and report a summary at the ESD level:

ESD Level Workplan (Option 2)

Outputs / Use to Report in CATALYST

- Number of school districts educating community members about school-based tobacco programs

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan (Option 2)

Outputs / Use to Report in CATALYST

- Number of community members who received information about school-based tobacco activities/programs
- Number of venues where information about school-based tobacco activities/programs was distributed or presented, i.e. special event, summit, conference, non-school meeting, etc.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- Information dissemination to community groups:
Disseminate prevention materials or message to the community groups (other than parent groups). Could involve radio or television media.
**Output must be indicated as a tobacco specific activity
- Community presentation:
Conduct prevention presentations to community groups (other than parent groups).
**Output must be indicated as a tobacco specific activity

Recommended Audience (*CATALYST Target Audience Category)

- Stakeholders (*Other)
- TV/Radio/Newspaper (*Public Awareness Venue)
- Newsletter (*Public Awareness Venue)
- Special Event (*Venue)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Motivate / Educate Key Staff S3.05

Conduct a campaign or training to motivate / educate key staff about the importance of school-based tobacco prevention programs, how to support them, and what resources are available.

ESD Level Workplan

Outputs / Use to Report in CATALYST

- Number of school districts who provide staff with information on school-based tobacco activities/programs and a summary of their activities

Recommended Audience (*CATALYST Target Audience Category)

- School District (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of district staff, P&I Specialists, school nurses, counselors, teachers who received information school-based tobacco activities/programs
- Number of venues where information about school-based tobacco activities/programs was distributed or presented to school district / building staff
- Number of systems created to provide school staff with tobacco material resources, i.e. creating a tobacco resource library

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- Staff awareness presentations:
Make presentations to school staff on program services or ATOD issues.
**Output must be indicated as a tobacco specific activity
- Information dissemination to staff:
Disseminate prevention materials to school staff.
**Output must be indicated as a tobacco specific activity
- Staff development on ATOD issues:
Present a series of lessons on ATOD issues to school staff.
**Output must be indicated as a tobacco specific activity

Recommended Audience (*CATALYST Target Audience Category)

- School or District Administrator (*Occupation)
- P&I Staff (*Occupation)
- Elementary School Staff (*Occupation)
- Middle/Junior High School Staff (*Occupation)
- High School Staff (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Desired Outcomes

School building, district, and ESD staff who deliver any part of tobacco-free school programs, or who could support policies or provide anti-tobacco messages will do so at every opportunity.

References and Resources

- “Coaches, You Can Influence Youth”, “Facts on sports and smoke-free youth including special benefits for girls”: www.cdc.gov/tobacco/edumat.htm
- Guidelines for School Health Programs to Prevent Tobacco Use and Addiction: <http://www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm>
- Ten Strategies for Promoting Physical Activity, Healthy Eating, and a Tobacco-Free Lifestyle: http://www.cdc.gov/nccdphp/dash/publications/pdf/ten_strategies.pdf
- School Health Index – A Self-Assessment and Planning Tool For Physical Activity, Healthy Eating and a Tobacco-Free Lifestyle: <http://www.cdc.gov/nccdphp/dash/SHI/index.htm>

Training – Youth Cessation Programs S3.06

Conduct cessation program training for key staff to increase resources for youth ready to quit.

ESD Level Workplan

Outputs / Use to Report in CATALYST

- Number of staff trained to implement cessation programs such as NOT, END, TAP/TEG

Recommended Audience (*CATALYST Target Audience Category)

- P&I Staff (*Occupation)
- Elementary School Staff (*Occupation)
- Middle/Junior High School Staff (*Occupation)
- High School Staff (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

Associated Benchmarks and Measures Statewide

- Increase tobacco use cessation attempts by adolescent smokers.
 - HP2010 27-7: Increase attempts to stop smoking by adolescents, so that at least 84% report attempting to quit during the past year.
 - WA Measure: 53% of 12th grade tobacco users reported trying to quit at least once during the past year, and 14% of 12th grade tobacco users reported ever participating in a program to help them quit tobacco. (Source: Healthy Youth Survey, 2002)

Desired Outcomes

Increased number of individuals able to conduct cessation programs for youth

References and Resources

- NOT (Not On Tobacco) – American Lung Association:
www.lungusa.org/tobacco/not/
- END (Ending Nicotine Dependence) – Utah State Department of Health:
<http://hlunix.hl.state.ut.us/cfhs/tpcp/end.html>
- TAP/TEG (Intervening with Teen Tobacco Users & Helping Teens Stop Using Tobacco) – www.youthtobacco.com

Other Training S3.07

Implement other training to support comprehensive school-based programs.

ESD Level Workplan

Outputs / Use to Report in CATALYST

- Number of adults trained as TATU trainers

- Number of individuals who received training in survey implementation / understanding data
- Number of individuals trained in family involvement and motivation techniques

Recommended Audience (*CATALYST Target Audience Category)

- P&I Staff (*Occupation)
- Elementary School Staff (*Occupation)
- Middle/Junior High School Staff (*Occupation)
- High School Staff (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

Evaluation Tool(s) Available

- CATALYST – General Training Evaluation Tool
- CATALYST – TATU Training Workshop Evaluation

Goal S4: Involve Parents/Families in Tobacco Prevention

Activities related to this goal are intended to involve parents meaningfully in preventing their children from beginning to use tobacco. Activities should be sensitive to a variety of parental concerns. Some parents who are addicted to tobacco may have difficulty honestly communicating tobacco-free values while other parents may feel that tobacco use is something that should be discussed in the home but not in schools.

Activities within this goal area work collectively to reduce tobacco use initiation and experimentation among youth. Successful efforts, in conjunction with community-based programs and state-level activities, will result in reduced 30-day prevalence of tobacco use among 6th, 8th, 10th, and 12th graders (measured by school-based surveys in Fall 2000, 2002 and 2004).

Associated Benchmarks and Measures Statewide

- Increase the proportion of youth who say that their parents have talked to them about the dangers of tobacco use.
 - o WA Measure: 80% of 6th graders, 74% of 8th graders, 69% of 10th graders, and 67% of 12th graders report that one or both of their parents/guardians have talked to them about tobacco use. (Source: Healthy Youth Survey, 2002)
 - o Among Washington adults who have a child aged 10-17, 91% of parents report that they have specifically told their child that they do not want them to smoke or use tobacco. (Source: Adult Telephone Survey, 2002)
- Reduce secondhand smoke exposure for children.
 - o HP2010 27-9: Reduce the proportion of children who are regularly exposed to tobacco smoke at home, so that 10% or less of children are exposed 4 or more days per week in the home.
 - o WA Measure: 12% of adults reported that someone had smoked inside their home on one or more of the past 30 days (Source: Adult Telephone Survey, 2002)
 - o Among 8th graders, 45% reported being in a room with someone who was smoking, and 35% reported riding in a car with someone who was smoking, at least once during the past week. (Source: Healthy Youth Survey, 2002)

Desired Outcomes

Increase the proportion of parents who talk to their children about not using tobacco.

Rationale

The more family, peer and school domains in which tobacco use is perceived as unacceptable by youth, the greater the likelihood of that youth not using or becoming addicted to tobacco use.

References and Resources

- CDC Video “My Kids – Keeping your kids tobacco, alcohol and drug free”:
www.cdc.gov/tobacco/educational_materials/mykids.htm

- Parenting Kit – “Got a Minute? Give it to Your Kid”
<http://www.cdc.gov/tobacco/parenting/index.htm>
- Social marketing materials available through the DOH clearinghouse:
<http://www.doh.wa.gov/tobacco/contractors/pubform.doc>
- CDC “You can quit smoking consumer guide”
www.cdc.gov/tobacco/quit/canquit.htm
- CDC “Secondhand Smoke in Your Home” facts
www.cdc.gov/tobacco/research_data/environmental/etsfact3.htm

Parent/Family – Homework Assignments S4.01

Include parent/family education components (homework assignments, etc) as part of tobacco prevention curricula. Family homework is built into Great Body Shop and Science, Tobacco & You curricula.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts implementing home family homework as part of a curriculum component and a summary of school district activities.

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of students (families) who were given family homework as part of a curriculum component
- Number of students (families) who had students who received extra credit for parents signatures on tobacco education homework

Recommended Audience (*CATALYST Target Audience Category)

- Parents/Families (*Life Stage)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the district

Parent/Family – Communication Skill-building S4.02

Provide parent/family education to increase parents' skills in communicating tobacco-free values (for example, as part of a parent orientation, "Family Night Out", other family events, special events, or through a resource library).

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts presenting families with information around tobacco issues through events such as Family Night Out, parent orientations and open houses, etc. and a summary of school district activities.

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of parents/families attending a Family Night Out around tobacco issues, (i.e. dangers of tobacco, talking to your kids about tobacco, effects of ETS)
- Number of venues, i.e. parent orientation, open house, etc. at which parents/families were presenting tobacco educational information
- Number of parents/families who attended community awareness night around tobacco issues
- Number of parents/families who participated in parent educational / support classes, i.e. Parent-to-Parent
- Number of parents/families who attended meetings around parent / family involvement. i.e. meeting of county Parent Education Focus Group, meeting to provide parents with resources about local parent programs,
- Number of parents/families who were provided parent skill building video kits

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- Awareness presentations to parents:
Presentation about prevention issues or services to parent group or the PTSA.
**Output must be indicated as a tobacco specific activity
- Family prevention event:
Conduct a single or recurring event to engage or inform parents such as: Family Night Out, Health Fairs, Drug Awareness month activities.
**Output must be indicated as a tobacco specific activity

Recommended Audience (*CATALYST Target Audience Category)

- Parents/Families (*Life Stage)
- Special Events (*Public Awareness Venue)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Parent/Family – Motivation S4.03

Conduct a campaign to motivate parents/families to talk to children about tobacco-free values. This could be achieved using social marketing strategies, or through newsletters or other information distribution.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts utilizing social marketing strategies, newsletters or other types of information distribution to motivate parents/families to discuss tobacco-free values with their children and a summary of school district activities

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of parents/families who were mailed tobacco educational materials i.e. newsletters, flyers, brochures, etc.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- Information dissemination to parents:
Disseminate a newsletter or other prevention materials to parents or parent groups.
Usually involves print materials but could involve other media.
**Output must be indicated as a tobacco specific activity

Recommended Audience (*CATALYST Target Audience Category)

- Newsletter or other media (*Public Awareness Venue)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

Parent/Family – Secondhand Smoke & Cessation Skills S4.04

Provide support and information for parents to create a tobacco-free home environment. This could include referral to cessation resources or strategies to eliminate secondhand smoke exposure for children.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts providing information about secondhand smoke and cessation resources to parents/families and a summary of school district activities.

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of parents provided with Quit Line information
- Number venues set up for support groups or cessation classes for parents with local treatment center

Recommended Audience (*CATALYST Target Audience Category)

- Parents/Families (*Life Stage)
- Health Care Providers/Organizations (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Parent/Family – Mentoring S4.05

Provide opportunities for parents to mentor other parents or youth to express tobacco-free values.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts utilizing parent mentoring strategies and a summary of school district activities.

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of parents engaged in youth mentoring activities

Recommended Audience (*CATALYST Target Audience Category)

- Parents/Families (*Life Stage)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Parent/Family – Volunteer Recruitment S4.06

Provide meaningful opportunities for parents to serve as volunteers. This includes through health fairs, as part of policy advisory groups, or as adult advisors or chaperones for youth group activities.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts providing parents with opportunities for volunteer involvement in tobacco prevention activities.

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of parents who volunteered to participate in activities

Recommended Audience (*CATALYST Target Audience Category)

- Parents/Families (*Life Stage)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Parent/Family – Intervention Involvement S4.07

Involve parents as part of interventions, diversion or other targeted processes as part of policy enforcement for youth found using tobacco.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts that require parents to be involved in tobacco interventions and diversion.

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of parents involved with interventions

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities can be utilized:

- Students who have the goal to reduce or eliminate the tobacco use and who have received services that required family contacts such as provide information, obtain consent, parent conference, family counseling, or family education/training.

Recommended Audience (*CATALYST Target Audience Category)

- Parents/Families (*Life Stage)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Curriculum – Strengthening Families S4.08

Implement “Strengthening Families” curriculum in schools.

Strengthening Families is a general prevention and family skill-building curriculum delivered to parents and children in 7 two-hour lessons, with 4 booster sessions. Youth and parents are taught separately for the first hour of each session, and brought together for the second hour. There are two different versions of Strengthening Families:

The Strengthening Families Program I (SFP-I) involves elementary school aged children (6 to 12 years old) and their families in family skills training sessions. SFP uses family systems and cognitive-behavioral approaches to increase resilience and reduce risk factors for behavioral, emotional, academic, and social problems. It builds on protective factors by improving family relationships, improving parenting skills, and increasing the youth's social and life skills. SFP offers incentives for attendance, good behavior in children, and homework completion to increase program recruitment and participation.

The Strengthening Families Program for Parents and Youth 10–14 (SFP 10–14) is a video-based intervention designed to reduce adolescent substance abuse and other problematic behaviors in youth 10 to 14 years old. The program is delivered within parent, youth, and family sessions using narrated videos that portray typical youth and parent situations. Sessions are highly interactive and include role-playing, discussions, learning games, and family projects designed to improve parenting skills, build life skills in youth, strengthen family bonds. The basic program is delivered over 7 weeks, usually in the evenings. Four optional booster sessions can be held 3 to 12 months after the basic sessions. Bringing parents and youth together in SFP 10–14 has been particularly effective at building parent skills (e.g., monitoring, setting limits, expressing affection) and youth skills (e.g., resisting peer pressure, making positive goals, managing strong emotions) and changing behavior.

The parent sessions are available for non-English speaking Hispanic/Latino parents and other ethnic groups who may be less able to relate to the videos. (Program instructions

are in English; posters, handouts, and scripts for role plays are available in both Spanish and English.)

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts implementing the curriculum to fidelity and a summary of school district activities

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of youth and parents/families who completed full 7 lesson program or completed 4 session booster program.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities can be utilized:

- Strengthening Families:
Present the Strengthening Families curriculum to parents.

Recommended Audience (*CATALYST Target Audience Category)

- Parents/Families (*Life Stage)
- If not implemented to fidelity this needs to be documented in the output/event journal in CATALYST.
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Desired Outcomes

Among middle school youth, increase resistance skills and decrease vulnerability to tobacco use by creating tobacco-free family norms.

Evaluation Tool(s) Available

- CATALYST – Youth Tobacco Education Tool

Rationale

An unpublished evaluation, using 446 families randomized to the curriculum or a control group treatment, found 'significantly lower' tobacco, alcohol, and marijuana use among youth who participated in the program after four years. Youth who participated also demonstrated fewer discipline problems, and parents exhibited stronger parenting skills. The curriculum has been successfully implemented in urban and rural settings, with ethnically diverse families.

Strengthening Families has been identified as an effective science-based prevention program by SAMSA (model), OJJDP (effective), NIDA (model), and DOE (model).

References and Resources

- Strengthening Families Program <http://www.strengtheningfamilies.org>
- SAMHSA review:
http://modelprograms.samhsa.gov/template_cf.cfm?page=model&pkProgramID=14

Goal S5: Conduct interventions for youth who use tobacco

Activities related to this goal are intended to provide youth who already use tobacco with early intervention or support to quit before the onset of addiction.

Activities within this goal area work collectively to reduce tobacco use initiation and experimentation among youth. Successful efforts, in conjunction with community-based programs and state-level activities, will result in reduced 30-day prevalence of tobacco use among 6th, 8th, 10th, and 12th graders (measured by school-based surveys in Fall 2000, 2002 and 2004).

Associated Benchmarks and Measures Statewide

- Increase the proportion of youth who know about a counselor, intervention specialist, or other school staff member who can help them with alcohol, tobacco, or other drug use.
 - WA Measure: 78% of 8th graders, 76% of 10th graders, and 74% of 12th graders knew about a counselor or staff person who could help them with these issues. (Source: Healthy Youth Survey, 2002)
- Increase tobacco use cessation attempts by adolescent smokers.
 - HP2010 27-7: Increase attempts to stop smoking by adolescents, so that at least 84% report attempting to quit during the past year.
 - WA Measure: 53% of 12th grade tobacco users reported trying to quit at least once during the past year, and 14% of 12th grade tobacco users reported ever participating in a program to help them quit tobacco. (Source: Healthy Youth Survey, 2002)

Desired Outcomes

Increase effective interventions with youth susceptible to tobacco use or those caught using tobacco, such that these youth do not progress to addiction.

Rationale

Provision of educational alternative consequences for youth found in possession of tobacco may support effective and active tobacco-free policy enforcement in communities and schools. Additionally, early intervention may prevent youth from progressing to regular tobacco use and addiction.

Existing resources for youth substance abuse prevention intervention should be used as a foundation for tobacco prevention, rather than creating an entirely new structure.

Evaluation Tool(s) Available

- CATALYST – Youth Diversion Pre/Post Surveys
- CATALYST -- Youth Cessation Pre/Post Surveys

References and Resources

- NOT (Not On Tobacco) – American Lung Association:
www.lungusa.org/tobacco/not/

- END (Ending Nicotine Dependence) – Utah State Department of Health: <http://hlunix.hl.state.ut.us/cfhs/tpcp/end.html>
- TAP/TEG (Intervening with Teen Tobacco Users & Helping Teens Stop Using Tobacco) – www.youthtobacco.com
- Evaluation of Prevention & Intervention Services Program (PISP): www.rmccorp.com/Project/Pleval.html

Enhance P&I Services S5.01

Increase availability of P&I specialists at schools for at-risk youth and increase their emphasis on tobacco prevention and intervention.

ESD Level Workplan

Outputs / Use to Report in CATALYST

- Number of school districts that receive P&I services
- Number of P&I Specialists hired to deliver services

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)
- P&I Staff (*Occupation)

Provide Youth Intervention/Support Programs S5.02

Enlist key partners to provide tobacco intervention support for youth found in possession of tobacco (diversion, alternative to suspension programs).

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts that provide tobacco intervention support for youth found in possession of tobacco and a summary of school district activities

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of at-risk youth served by intervention or support programs
- Number of youth who received diversion / counseling / cessation support for tobacco policy violations
- Number of youth who complete an education course such as TEG
- Number of structures established with local treatment centers to accept tobacco violation referrals
- Number of partnerships established with law enforcement to ticket underage tobacco users and provide diversion / cessation programs as an alternative to a fine

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- Students who have the goal to reduce or eliminate the tobacco use and who have attended groups or classes such as Tobacco education or ATOD education.

Recommended Audience (*CATALYST Target Audience Category)

- Health Care Providers/Organizations (*Occupation)
- Social Service Providers/Organizations (*Occupation)
- Youth Service Providers/Organizations (*Occupation)
- Elementary School Youth (*Age)
- Middle/Junior High School Youth (*Age)
- High School Youth (*Age)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Support Youth Cessation Programs S5.03

Enlist key partners to provide tobacco cessation support for youth to help them quit tobacco (through programs such as NOT, END, TAP, etc).

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts that provide cessation support for youth who use tobacco and a summary of school district activities

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of at-risk youth who completed a youth cessation program, such as NOT, END, TAP
- Number of key partners, such as local health departments, tobacco coalitions, treatment centers, enlisted to provide tobacco cessation support for youth to help them quit tobacco (through programs such as NOT, END, TAP/TEG, etc)
- Report local cessation resources to Quit Line (for audience report Other = 1 Quit Line)

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- END: Ending Nicotine Dependence:
Deliver Ending Nicotine Dependence Tobacco Cessation curriculum in the classroom setting.
- NOT: No On Tobacco:
Deliver Not on Tobacco curriculum in a classroom setting.
- Students who have the goal to reduce or eliminate the tobacco use and who have received individual or group counseling services.

Recommended Audience (*CATALYST Target Audience Category)

- Health Care Providers/Organizations (*Occupation)
- Social Service Providers/Organizations (*Occupation)
- Youth Service Providers/Organizations (*Occupation)
- Elementary School Youth (*Age)
- Middle/Junior High School Youth (*Age)
- High School Youth (*Age)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

Rationale

An evaluation of the NOT program (conducted by West Virginia University) found a 22.4% 6-month quit rate among youth.

Reported evaluation of the TAP/TEG program found a 12% quit rate for TEG and 16% for TAP participants at the conclusion of the program, using conservative assumptions. A different evaluation found a 29% quit rate among participants at 6-12 months.

Goal S6: Collaborate with Community-based Programs.

Activities related to this goal are intended to provide school districts and buildings access to resources, and information that will result in more sustainable and efficient school-based tobacco prevention programs. Specifically, activities involve collaboration among school and community members for planning, program delivery, and sharing of resources.

Activities within this goal area work collectively to reduce tobacco use initiation and experimentation among youth. Successful efforts, in conjunction with community-based programs and state-level activities, will result in reduced 30-day prevalence of tobacco use among 6th, 8th, 10th, and 12th graders (measured by school-based surveys in Fall 2000, 2002 and 2004).

Desired Outcomes

Improve the implementation of comprehensive school-based programs by sharing information and resources with community partners.

Rationale

School programs will be strengthened by demonstrated commitment from the community in support of tobacco-free values. School programs can also provide support to community programs for youth by identifying and recruiting participation for activities.

A literature review to assess the effectiveness of tobacco-free school policies revealed that strong school policies were associated with preventing youth tobacco use, and that schools with strong community support for implementation were most likely to implement strong policies. Therefore, community support for school policies may be the most important way to support school programs.

Required - School/Community Communication System S6.01

Communicate and collaborate with other tobacco prevention contractors in the ESD to plan or deliver programs and activities - especially for middle school youth and parents - that will increase awareness of tobacco issues and tie in with the schools' comprehensive prevention planning. Specific tasks include keeping community tobacco prevention coordinators informed of school-related activities or opportunities with youth, attending county and community coalitions and activities. Collaborate with community survey stakeholders including local health departments for recruitment of schools for the Healthy Youth Survey. Work with key community contacts to improve enforcement of tobacco-free school policies.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of community coalitions and advisory boards that ESD staff are involved in or partner with, including community tobacco coalitions, drug and alcohol advisory boards, chemical dependency boards, substance abuse task

forces, youth advisory boards, ALAW or ACS youth initiative advisory boards, local health department, etc.

Recommended Audience (*CATALYST Target Audience Category)

- Advisory Board Members (*Other)
- Stakeholders (*Other)
- Service Clubs / Organizations (*Other)
- Social Service Providers (*Occupation)
- Youth Service Providers (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

School District Level Workplan

*If coalitions, boards or task forces are conducted in a particular school district, use outputs to report the activities at the school district level. Otherwise report all activities under the ESD level workplan.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- Advisory board/coalition meeting:
Coordinate program activities with advisory groups or other community groups.
- **Output must be indicated as a tobacco specific activity

Support Youth Recruitment S6.02

Create structures to recruit youth for community-based programs through school systems (provide contact staff, through updates, other methods).

ESD Level Report

Outputs / Use to Report in CATALYST

- Number of distribution methods or venues for promoting youth coalitions through schools
- Number of efforts to inform schools about youth opportunities such as local tobacco youth summits, Camp Speak Out, Outrage, local youth tobacco coalition events and meetings
- Number of structures established to provide schools with contact person who knows about community youth activities
- Number of structures established to encourage schools to not penalize students for missing school while participating in tobacco advocacy programs
- Number of events in which youth were able to participate because of support, i.e. provided transportation, chaperoned, supervised, etc.

Recommended Audience (*CATALYST Target Audience Category)

- Youth Service Providers/Organizations (*Occupation)

- Newsletters, websites (*Public Awareness Venues)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

Desired Outcomes

Support from schools to recruit youth may assure more geographically and demographically diverse participation in community activities than would otherwise be achieved through community-based recruitment strategies.

Rationale

A literature review to assess the effectiveness of tobacco-free school policies revealed that strong school policies were associated with preventing youth tobacco use, and that schools with strong community support for implementation were most likely to implement strong policies. Therefore, community support for school policies may be the most important way to support school programs.

Shared Program Resources S6.03

Create structures for schools and communities to share resources for youth, staff and family members (shared materials, staff, joint program deployment).

ESD Level Workplan

Outputs / Use to Report in CATALYST

- Number partnerships established with community partners to share resources (shared staff members time, provided volunteers, funding, materials and micro-media outlets, etc.)
- Report partnership activities using the Key Partner screen in CATALYST and document specific plans for supporting school-based programs in the journal. Actual implementation of the plans may be tied to specific activities elsewhere in the work plan.

Recommended Audience (*CATALYST Target Audience Category)

- Youth Service Providers/Organizations (*Occupation)
- Service Clubs/Organizations (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

Goal S7: Support assessment/evaluation activities

Activities related to this goal are intended to provide school staff and organizations with access to data that describe tobacco use and associated risk and protective factors among students at the county level (or at the building or district level, if that level of information is desired). This information is vital to evaluation of the comprehensive statewide program to prevent tobacco use among youth.

Activities within this goal area work collectively to reduce tobacco use initiation and experimentation among youth. Successful efforts, in conjunction with community-based programs and state-level activities, will result in reduced 30-day prevalence of tobacco use among 6th, 8th, 10th, and 12th graders (measured by school-based surveys in Fall 2000, 2002 and 2004).

Associated Benchmarks and Measures Statewide

- Increase participation in school-based surveys.
 - o WA Measure: 61 percent for 6th, 65 percent for 8th, 44 percent for 10th, and 40 percent for 12th grade participation in statewide sample (Source: Healthy Youth Survey, 2002)
 - o 70% or better is considered a very good participation rate

Desired Outcomes

Increased collection and use of data for statewide and joint community substance abuse planning.

Rationale

Local (county-based) collection of data will enable communities to evaluate their effectiveness, and use local data to educate and motivate the community about the scope of the youth substance abuse problem. Use of local data as part of a community-based “collaborative needs assessment” can both increase understanding about what the data mean, and enable more comprehensive prevention planning among all local organizations working in youth prevention fields.

Local data availability also enables DOH TPC Program and other statewide prevention programs working with youth to identify regional patterns in success. These patterns can then be compared to records describing local program activities, to compare approaches in geographic areas where “it worked” and areas where “it didn’t work”. This comparison can further knowledge about ‘best practices’ in community and school-based tobacco prevention programs in Washington.

Healthy Youth Survey S7.01 (Required)

Coordinate the recruitment of schools identified as part of a state and county samples to participate in the Healthy Youth Survey. Host, promote and attend survey trainings including the Recruitment Training, Coordinator Training and Using Your Data Training. Provide technical assistance to schools and act as liaison with the Joint Survey Planning Committee and survey users.

ESD Level Workplan

Outputs / Use to Report in CATALYST

- Number of districts / buildings contacted for survey recruitment and provided technical assistance.
- Include details in the journal on the number of meetings / presentation to school district staff / administration / board to promote survey participation; the number of efforts made to provide schools with information on the survey, i.e. mailing / emailing/ calling; the number of survey support events, i.e. hosting OSPI/DOH survey Coordinator training video-conference, hosting survey data usage training, etc.

Recommended Audience (*CATALYST Target Audience Category)

- School District (*Venue)
- School Building (*Venue)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

Desired Outcomes

Sufficient participation to obtain county-level results, to describe youth knowledge, attitudes, and behaviors for all Washington counties. Greater than 70% participation per grade in each county is optimum.

Evaluation Tool(s) Available

- Participation status reports available on RMC's website:
<http://www.rmccorp.com/hys04/>
- Healthy Youth Survey reports describing historical participation available on the Tobacco Contractors Resource website under each county data section.

References and Resources

- Ongoing survey recruitment status reports and general information available at <http://www.rmccorp.com/hys04/>
- Washington State Department of Health's Healthy Youth Survey website contains reports and response rates, interactive statewide data, and technical information at <http://www3.doh.wa.gov/HYS/default.htm>

Collaborative Data Use for Planning S7.02

Support community-school partnerships for sharing data (collaborative needs assessment or other data sharing).

ESD Level Workplan

Outputs / Use to Report in CATALYST

- Number of partners engaged in collaborative needs assessment
- Number of meetings with local health department / tobacco coalition to determine local youth needs based on data
- Number of meetings with community groups to determine how to release Healthy Youth Survey data to media or community

Recommended Audience (*CATALYST Target Audience Category)

- Stakeholders (*Other)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

School District Level Workplan

*If collaborative needs assessment of other data sharing is being conducted within a particular school district report the activity at the school district level. Otherwise report all activities under the ESD level workplan.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- Collaborative needs assessment:
Determine the need for prevention services, identify at-risk and high-risk populations, or determine priority prevention populations for service delivery.
**Output must be indicated as a tobacco specific activity

References and Resources

- DSHS RDA's research reports including DASA's Risk and Protection Profile for Substance Abuse Prevention for Washington State and its Counties at <http://www1.dshs.wa.gov/rda/research/default.shtm>
- DASA Collaborative Needs Assessment form <http://www1.dshs.wa.gov/dasa/doc/CollabAsmt0305.doc>

Goal S8: School Program Enhancements (optional)

Activities related to this goal are intended to provide school districts and buildings with creative outlets to enhance comprehensive school-based tobacco prevention programs. These enhancements create attention and interest around tobacco prevention issues. Specifically, activities may engage youth and staff through special events, meaningful opportunities for participation, or guest speakers.

Activities within this goal area work collectively to reduce tobacco use initiation and experimentation among youth. Successful efforts, in conjunction with community-based programs and state-level activities, will result in reduced 30-day prevalence of tobacco use among 6th, 8th, 10th, and 12th graders (measured by school-based surveys in Fall 2000, 2002 and 2004).

Associated Benchmarks and Measures Statewide

- Increase the proportion of youth who report that they have ever participated in activities to encourage other youths to say "no" to tobacco such as youth groups, health fairs, or presentations to younger children in the past year.
 - WA Measure: 36% among 12-13 year olds, 27% among 14-15 year olds, and 18% among 16-17 year olds (Source: Youth Telephone Survey, 2002)
- Increase the proportion of youth who report that there is no or very little chance that they "would be seen as cool" if they used tobacco.
 - WA Measures: 60% of 8th graders, 56% of 10th graders, and 59% of 12th graders. (Source: Healthy Youth Survey, 2002)

Desired Outcomes

Among teens who teach younger youth, increased resistance (decreased susceptibility) to tobacco use. Among youth who receive presentations, increased belief that people their age disapprove of youth tobacco use.

Increased awareness and support for tobacco prevention efforts among the general school or community population,

Rationale

Aside from the recommended components of a school-based program, several options exist for further educating or engaging youth.

Peer education programs may be an effective means for youth (teen teachers) to internalize anti-tobacco messages and for younger youth to hear believable anti-tobacco messages from their peers.

The American Legacy Foundation is currently testing the research theory that youth empowerment – including youth leadership in developing programs that serve youth – is an important component in reducing youth tobacco use. The highly successful initial implementation of the Florida state tobacco control program in reducing youth tobacco use was largely attributed to an intensive media campaign (the original

“truth” campaign) *and* youth empowerment through active youth coalitions in each county.

Peer Education Programs (TATU) S8.01

Implement the Teens Against Tobacco Use (TATU) model in a school setting. By teaching younger youth to resist pro-tobacco influences, teen teachers should absorb and learn from it themselves.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts utilizing the TATU program and a summary of school district activities

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of teen teachers recruited/trained throughout the year (set goals from among specific target populations, if applicable).
- Number of younger youth reached through TATU presentations from teens (set goals from among specific target populations, if applicable).
- Journal entries may be used to describe interesting experiences or learning. Individual or grouped youth volunteer hours can be tracked using “key partner” information.

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- TATU leader training:
Train student leaders in the TATU (Teens Against Tobacco Use) peer education program.
- TATU peer education:
Student leaders train peers in the TATU (Teens Against Tobacco Use) program.

Recommended Audience (*CATALYST Target Audience Category)

- Elementary School Youth (*Age)
- Youth Leaders (*Other) - Middle/Junior High School Youth (*Age)
- Youth Leaders (*Other) - High School Youth (*Age)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Evaluation Tool(s) Available

- CATALYST -- TATU Training Workshop Evaluation
- CATALYST -- TATU Peer Education Pre/Post Survey
- CATALYST -- TATU Classroom Coordinator Evaluation

- CATALYST -- TATU Presentation Evaluation
- The use of TATU Pre/Post tests is strongly recommended. A sample can be taken of the target audience and entered into the Activity Evaluation tab of CATALYST. Contact your contract manager for more details.

References and Resources

- American Lung Association of Washington (ALAW) <http://www.alaw.org/> – “Teens Against Tobacco Use” (TATU) curriculum and training

Special Events S8.02

Implement special events or guest speakers to enhance comprehensive school programs. Activities or information should be provided in support of active school-based strategies (for example, supporting information from curricula being delivered, or in conjunction with increased focus on enforcement of tobacco-free school policies). Special events should not be considered an alternative method of providing instruction for youth about the health hazards of tobacco use.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts utilizing special events or guest speakers to enhance their comprehensive school programs and a summary of school district activities.

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of youth engaged in special events, i.e. Great American Smoke Out, Kick Butts day, Red Ribbon Week
- Number of youth educated by tobacco related assemblies and classroom guest speakers / presentations
- Number of events planned / organized / implemented by ESD or school staff

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- Classroom presentations about services to students:
The focus of presentation is more on services than on ATOD information.
**Output must be indicated as a tobacco specific activity
- ATOD awareness event:
A school event is held with a prevention focus. Examples include: assemblies, recognition events, Red Ribbon Week activities.

- ****Output must be indicated as a tobacco specific activity**
- Classroom presentation about ATOD issues:
Deliver a presentation on ATOD issues in the classroom setting.
****Output must be indicated as a tobacco specific activity**
- Other recognized prevention curriculum/program:
Must be a curriculum recognized by a federal agency as science-based.
****Output must be indicated as a tobacco specific activity**
- Local prevention curriculum/program:
Present locally developed prevention curriculum or program.
****Output must be indicated as a tobacco specific activity**
- Community awareness event:
Conduct a health fair, prevention fair, or other event for the community.
****Output must be indicated as a tobacco specific activity**

Recommended Audience (*CATALYST Target Audience Category)

- Special Events (*Public Awareness Venues)
- Elementary School Youth (*Age)
- Middle/Junior High School Youth (*Age)
- High School Youth (*Age)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

Evaluation Tool(s) Available

- CATALYST - Youth Tobacco Education Tool Pre/Post Survey

Youth Coalition or Group S8.03

Support school-based youth groups that address tobacco prevention and control. Link school-based groups with community youth groups through shared members and activities.

ESD Level Workplan

Outputs / Use to Report in CATALYST:

- Number of school districts that have school-based youth groups addressing tobacco issues and a summary of school district activities.

Recommended Audience (*CATALYST Target Audience Category)

- School Districts (*Venue)

School District Level Workplan

Outputs / Use to Report in CATALYST

- Number of youth engaged in youth coalitions or groups

Information reported by Prevention & Intervention Specialists on this activity can also be captured at the school district level with data from the Prevention and Intervention Services Program (PISP). Data from the following PISP activities** can be utilized:

- Prevention clubs:
Coordinate a school-based prevention club.
**Output must be indicated as a tobacco specific activity

Recommended Audience (*CATALYST Target Audience Category)

- Elementary School Youth (*Age)
- Middle/Junior High School Youth (*Age)
- High School Youth (*Age)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for the school district

Desired Outcomes

Among youth group members, increased skills and opportunities for communicating tobacco-free values to peers.

References and Resources

- American Cancer Society “Project Speak Out” youth leadership program. For information on the American Cancer Society Speak Out! contact your local community staff person or Mindy May at 1-800-729-5588.

Goal S9: Capacity Building (ESD-level only)

As most direct services for youth are delivered at the school building level, the work of Educational Service Districts may largely include providing technical assistance to schools or school districts in development or implementation of their work plans.

Activities within this goal area work collectively to reduce tobacco use initiation and experimentation among youth. Successful efforts, in conjunction with community-based programs and state-level activities, will result in reduced 30-day prevalence of tobacco use among 6th, 8th, 10th, and 12th graders (measured by school-based surveys in Fall 2000, 2002 and 2004).

Associated Benchmarks and Measures Statewide

An index for “comprehensive school program” at the district level (to be examined using the school-based Healthy Youth Survey) is in development.

Rationale

Curriculum alone, no matter how carefully constructed or delivered, is unlikely to be effective. A long-term (15 year) controlled study of youth in Washington schools who received a carefully constructed intensive curriculum for tobacco prevention did not find any differences in tobacco use at graduation or post-graduation. The intervention did not include significant intervention/cessation components, environmental change (policy, staff attitudes), or linkage with community/family domains, all of which are suggested as part of a comprehensive school-based tobacco prevention program.³

The more comprehensive the school-based program, the more effective the program will be with youth. Schools and districts in Oregon that received tobacco control funds were categorized according to cumulative implementation of the six areas identified by the CDC guidelines for school-based tobacco control: policy, family involvement, community involvement, curriculum, teacher/staff training, and student cessation support. These schools were compared to each other and to unfunded schools. At baseline in 1999, no statistical differences were observed in school or youth characteristics. One year later (2000), students in funded schools were 20% less likely to smoke compared to students in unfunded schools. Reduction was greatest in schools with medium-high cumulative implementation. The lowest ranked schools (those that did not have comprehensive, well implemented programs) were very similar to the unfunded schools.⁴

3 Source: Peterson AV, Kealey KA, Mann SL, Marek PM, Sarason IG. 2000.

Hutchinson Smoking Prevention Project: long-term randomized trial in school-based tobacco use prevention--results on smoking. *Journal of the National Cancer Institute*. 92(24):1979-91.

4 MMWR 2000. Effectiveness of school-based programs as a component of a statewide tobacco control initiative – Oregon, 1999-2000. 50(31):663-666.

Quarterly regional or statewide meetings facilitate the exchange of information among the contracted organization, DOH and partners. These meetings typically include time for sharing resources and questions among local partners, and updates from DOH about statewide or national events.

Desired Outcomes

Increased implementation and effectiveness of comprehensive school-based tobacco prevention programs in schools across Washington.

References and Resources

- A summary of CDC's guidelines for school programs to prevent tobacco use: www.cdc.gov/nccdphp/dash/guidelines/ptuaaag.htm
- Washington curriculum guidance document: <http://www.doh.wa.gov/tobacco/Workplans/ESD/curriculum%20recommendations%204-12-02.pdf>
- Information about upcoming state and regional meetings is posted in the Contractor newsletter. Information about ESD meetings is distributed by the ESD contract manager.
- Washington State Dept. of Health Tobacco Website: <http://www.doh.wa.gov/tobacco/contractors/calendar.htm>
- National Conference on Tobacco or Health, May 2005, Chicago: www.tobaccocontrolconference.org

Provide Technical Assistance S9.01

Provide ongoing technical assistance to district or school building staff, to implement comprehensive school-based tobacco prevention and control programs.

ESD Level Workplan

Outputs / Use to Report in CATALYST

- Number of school districts that will be engaged in some fashion throughout the year (A goal should be to have all districts within the ESD engaged). Journal entries may be used to document meetings, key decisions, or important findings.

Recommended Audience (*CATALYST Target Audience Category)

- School or district administrator (*Occupation)
- P&I staff (*Occupation)
- Elementary School Staff (*Occupation)
- Middle/Junior High School Staff (*Occupation)
- High School Staff (*Occupation)
- Use the CATALYST audience attribute lists to further define specific target or sub-populations for your ESD

Attend DOH Meetings S9.02 (Required)

Staff, stakeholders, or volunteers attend State Department of Health contractor meetings. Staff members are required to attend four meetings during the contract year: One statewide two-day meeting and three regional one-day meetings. Attend quarterly ESD tobacco coordinator meetings.

ESD Level Workplan

Outputs / Use to Report in CATALYST

- Number of ESD staff who attended ESD Coordinator quarterly meeting
- Number of ESD staff who attended annual Washington State Tobacco Control Conference
- Number of ESD staff who attended other DOH tobacco related events such as the Joint Health Conference

Recommended Audience (*CATALYST Target Audience Category)

- ESD staff (*Occupation)

ESD Staff Development S9.03 (Required)

Training for ESD staff to implement comprehensive school-based tobacco prevention and control programs. All ESD contractors must attend Cultural Competency training and at least one other training offered by the Tobacco Prevention Resource Center (specific trainings may fall into other activity categories). New staff must attend a 'Tobacco 101' training as well provided by the TPRC.

ESD Level Workplan

Outputs / Use to Report in CATALYST

- Number of ESD staff who attended training, i.e. national or local conference on substance abuse, prevention summit, survey design workshop, etc

Recommended Audience (*CATALYST Target Audience Category)

- ESD staff (*Occupation)